



**WORKFORCE EDUCATION INVESTMENT
ACCOUNTABILITY AND OVERSIGHT BOARD**

Annual Report to the Legislature

December 1, 2022

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Acknowledgements

The WEIAOB co-chairs would like to thank the board members and staff for their time and assistance with the data collection and development of this report.

2022 Board Members include:

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- Rep. Vandana Slatter, **Board Co-Chair**, Chair | House College & Workforce Development Committee
- Sen. Emily Randall, Chair | Senate Higher Education & Workforce Development Committee
- Sen. Jeff Holy, Ranking Member | Senate Higher Education & Workforce Committee
- Rep. Kelly Chambers, Ranking Member | House College & Workforce Development Committee

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- Steven Ashby, Senior Vice President | Battelle
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- Paul Francis, Executive Director | State Board for Community and Technical Colleges
- Terri Standish-Kuon, President and CEO | Independent Colleges of Washington
- Michael Meotti, Executive Director | Washington Student Achievement Council
- Ruben Flores, Interim Executive Director | Council of Presidents

Executive Summary

The Workforce Education Investment Accountability (WEIA) and Oversight Board (collectively, the WEIAOB) is charged with the responsibility to assess investments made by the WEIA account, provide guidance and funding recommendations to the legislature, and ensure accountability throughout the process. To accomplish this, the WEIAOB outlined a set of performance metrics and principles to guide all funding decisions and to achieve their primary goal: to create equitable pathways to postsecondary and economic success for Washington’s students. This report’s purpose is to examine the WEIAOB’s activities and actions to date, review current investments and new funding requests, and provide recommendations to the Legislature for the 2023-2025 biennium.

Since October 2020, the Board has met to evaluate investments and determine methods to improve upon these efforts. To date, the Board has developed guiding principles and metrics, as well as a performance accountability dashboard to assist funding decisions. Last year, the Board provided their first official report to the Legislature. This report marks the second report produced by the WEIAOB. This year, the Board developed a survey that was sent to current and prospective recipients of WEIAOB funds. The purpose of gathering this data was to allow the WEIAOB to evaluate the requests’ alignment with WEIA’s intent and make funding recommendations to the legislature.

Through the analysis of survey data, reports, and other relevant documents, key themes were identified among programs currently funded by WEIA. Programmatic investments generally fell under the following categories:

1. New programs and expanding new programs, including a focus on increasing enrollments in high demand fields
2. Student success initiatives
3. Competitive compensation and staffing
4. Diversity, equity and inclusion (DEI) initiatives
5. Technology

The themes identified in current investments matched the requests for new funding. Specifically, most new requests intend to use the funds to support initiatives for student success and expand new and existing programs.

Based upon these findings, the WEIAOB presents the following recommendations for consideration:

Fully fund policy requests that closely track to WEIA’s original intent and the Board’s principles to equitably increase the number of Washingtonians with high value credentials. Specifically, the WEIAOB recommends the legislature fund programs that:

- Increase outreach and recruitment efforts to communities with traditionally low

matriculation;

- Increase the availability and accessibility of student retention, success, and support services;
- Add capacity to current high-demand degree programs; and
- Add new programs in technical, high-demand fields and occupations.

Prioritize more WEIA resources on equitable high-tech degree production. The WEIAOB recommends that the legislature specifically focuses resources from the WEIA account onto high-tech degree production – inclusive of occupations in healthcare, the skilled trades, and other sectors and occupations that require technical knowledge, skills, and credentials – to align with the legislature’s original intent and help address this critical access and equity gap.

Provide greater operational support to the WEIAOB to ensure the Board can make informed recommendations and ensure accountability. Since its inception in 2019, the WEIAOB has worked to understand the scope and breadth of this mandate, working to set up a meeting cadence, an accountability framework, and a process for making timely recommendations to the Legislature. At this point in time, with more clarity on the kinds of support the Board needs to operate effectively and made informed decisions, the WEIAOB requests an increase in dedicated staff support to:

- Manage and execute timely, effective, and efficient board communications and events; and
- Develop, maintain, and regularly update a framework for analyzing accountability data.

A more detailed description of the WEIAOB’s recommendations can be found on page 16.

I. Introduction and Background

The following is the second official report to the Legislature of the Workforce Education Investment Accountability and Oversight Board (WEIAOB). Established in 2019 through [HB 2158](#), the Board is responsible for evaluating the impact of allocations from the Workforce Education Investment Act (WEIA) account. This set a level of transparency and accountability to guide future WEIA funding decisions. By using an established set of guiding principles and metrics, the Board reviews new funding requests and ensures accountability to the purposes outlined by WEIA. This includes building postsecondary capacity to prepare Washingtonians for high-demand jobs, equitably increasing student success and career readiness, improving enrollment capacity and retention rates, and creating pathways to economic success.

As an accountability and oversight board, the WEIAOB is required to evaluate funding requests and submit annual reports to the legislature. Funding recommendations are provided alongside the report. While the Board can recommend specific programs for WEIA funding, the Board has no direct authority over spending decisions as an oversight body. By statute, the Board meets four times a year to conduct meaningful oversight and planning.

Workforce Education Investment Act

The WEIA created Washington’s first dedicated fund pool for higher education. As stated in [RCW 43.79](#), expenditures from the WEIA account may only be used for higher education programs, higher education operations, higher education compensation, and state-funded student-aid programs. The statute also states that funds are only able to supplement current public funding in higher education, not replace them. WEIA investments rarely stand on their own and are used to supplement other funds to achieve their shared goals and objectives. Additional information regarding the higher education budgeting process and the WEIA funding process can be found in Appendix A.

2022 Report

This report provides an overview of the WEIAOB’s activities and actions to date, an analysis of key themes from currently funded programs and new funding requests, and alignment of funding requests to the WEIAOB’s guiding principles. Based upon this analysis, this report provides funding recommendations to the legislature for the upcoming fiscal year.

II. WEIAOB Activities and Actions to Date

Year 1 (2020)

The Board held its inaugural meeting on October 23, 2020, with two additional meetings held before the end of the year. These meetings were primarily used to orient members to the new

fund and clarify the purpose of the Board. To track performance metrics, the Board created a performance accountability subcommittee to begin developing metric recommendations. This work carried over into 2021. In terms of funding recommendations, the Board decided to prioritize fully funding the Washington College Grant Program.

Year 2 (2021)

In 2021, the Board held four meetings to discuss strategies and tactics for improving effectiveness as an oversight board. To guide decisions on programmatic funding requests and articulate their investment priorities, Board members developed a set of guiding principles and performance accountability metrics. The principles and metrics formed a rubric, which the Board uses to assess current investments and recommend future investment priorities to the Legislature. This rubric is listed below:

WEIAOB's Guiding Principles:

- Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.
- Provide support for equitable educational access and economic outcomes for systemically underserved students.
- Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.
- Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

WEIAOB's Performance Accountability Metrics:

- Statewide Student Enrollment
- FAFSA / WASFA Completion in Grade 12 (and others)
- WA College Grant-Eligible Student Enrollment
- Postsecondary Completion Rate
- High School to Postsecondary Retention Rate
- Time to Degree
- Economic Outcomes

After determining the above principles and metrics, the Board formed a data workgroup – staffed by representatives from the Education Research and Data Center (ERDC) and the Workforce Board (WTB) – to compile data on the metrics and create a forward-facing accountability dashboard in support of the guiding principles. The intent of the dashboard prototype, which was completed in 2021, assists the board in tracking investments from the WEIA account and to bring transparency to the Board's decision-making process. The dashboard includes all available data and is disaggregated by gender, race, age, and region.

At the end of 2021, the Board submitted their first annual report to the Legislature. This included an overview of the Board's structure and purpose, a description of investments to date, and high-

level decisions and outcomes from Board meetings. The report also detailed the performance accountability dashboard prototype and how it will be used to assist the Board moving forward.

Year 3 (2022)

In 2022, the Board convened for quarterly Board meetings, where members discussed new strategies for performance measurement and to improve data gathering for new funding requests. The Board decided to develop a survey tool to identify where WEIA funding is being spent and how it relates to the principles and metrics. The survey was distributed to all organizations and institutions that currently receive WEIA funding. The survey was split into two components: one for currently funded programs and one for new funding requests. The survey requested information from institutions that receive WEIA funding on how the investments align with the WEIAOB's guiding principles and the WEIA performance accountability metrics. It also asked questions regarding how the funds have impacted the specific program, and how it is expected to impact students and staff in the future. Outreach efforts resulted in over 30 responses to the two surveys.

On October 24, 2022, the Board met for their quarterly meeting. To develop recommendations, Board members reviewed decision packages and survey results to identify programs that are in alignment with their guiding principles. After this review, members discussed funding recommendations to include in the annual report, including goals moving forward and specific program recommendations. These recommendations, along with the survey results and analysis, are detailed in the following two sections.

III. Current Funding

To determine the current funding landscape and WEIA investments to date, staff reviewed the results of the currently funded program survey. Ten organizations provided information on the programmatic funding received, with a total of 27 programs identified as being funded by WEIA. The list below displays the institutions that currently receive WEIA funds, as represented in the survey.

Organizations receiving WEIA funding:

1. The Evergreen State College (TESC)
2. State Board for Community and Technical Colleges (SBCTC)
3. Central Washington University (CWU)
4. Eastern Washington University (EWU)
5. Western Washington University (WWU)
6. Washington State University (WSU)
7. University of Washington (UW)
8. Washington Student Achievement Council (WSAC)
9. Career Connect Washington (CCW)

The tenth organization that responded to the survey is the Independent Colleges of Washington (ICW). WEIA funds do not come to ICW as an association directly. Rather, WEIA funds are used to support eligible Washington students, some of whom enroll at ICW member campuses.

Current Investments

The legislature is responsible for distributing funds from the WEIA account to support specific programs and activities. In the 2021-2023 biennium, approximately \$560 million was appropriated for WEIA. A few of these programmatic investments are listed in the funding buckets below. The full list of currently funded programs can be found in Appendix C.

Washington College Grant:

WEIA funds a portion of the Washington College Grant, an entitlement program delivering financial aid to students enrolled in eligible postsecondary institutions. Independent Colleges of Washington students who receive the Washington College Grant all come from families that earn less than Washington’s median income, and the majority are students of color. This grant helps increase access, affordability, and capacity on college campuses.

High Demand and STEM (Science, Technology, Engineering, and Math) Program Enrollments:

Funding was provided to multiple colleges to increase high demand and STEM program enrollments. WWU invested in STEM enrollments, expanded pre-healthcare capacity, created an energy science and technology degree, and increased electrical engineering degrees. Community and technical colleges utilized funds to support new or expanded enrollments in training programs that lead to employment in high-demand fields, including health care, computer science and cybersecurity, sustainable building sciences, and welding programs. Similarly, the Evergreen State College allocated funding to increase enrollments in their psychology program via increased course offerings.

WEIA funding was also provided for additional enrollment capacity for all three UW campuses. Specifically, the UW Seattle Campus received additional capacity and student support services in Computer Science & Engineering.

Student Success:

WWU received funding to address critical staffing and programmatic needs aimed at ensuring underrepresented students receive the same opportunities for academic success as their peers. Funding was also allocated for CWU’s peer-to-peer mentoring program and a pre-orientation program for new students to support student success and wellness.

New Programs:

Funding was provided for colleges to develop new programs in high demand fields. EWU allocated funding to invest in a new Computer Science Degree Program. WEIA funds were also appropriated to WWU to establish an academic curriculum in Ethnic Studies.

Student Emergency Assistance Grant:

SBCTC received funding for the Student Emergency Assistance Grant program, which provides funding to help financially struggling students stay in school. The funds are intended to help students pay for unexpected bills and basic living expenses, such as emergency medical bills, food, childcare, transportation, and rent.

Career Connected Learning Grant Program:

This funding provided support for Career Connect Washington (CCW) and the Employment Security Department (ESD) to administer the career connected learning grant program, a competitive grant program with the purpose of creating career connected learning opportunities. This includes Career Explore, Career Prep, and Career Launch programs, which are designed to fit the needs of local students and ensure students have a pathway to a postsecondary credential and economic success.

Guided Pathways:

Guided Pathways is a national reform movement that involves redesigning course sequencing and advising so students are more likely to graduate with marketable credentials. This initiative is tailored for students who are traditionally underserved. With WEIA investments, community and technical colleges are able to implement Guided Pathways reforms to move more students through college and into careers and universities.

Additional Reports

To help inform the WEIAOB's annual report to the Legislature, multiple higher education entities provided a report on their WEIA funding and investment outcomes. In September 2022, SBCTC sent their [annual report](#) to the WEIAOB. SBCTC identified the following new investments in the FY 2021-2023 operating budget: high-demand program enrollments, emergency assistance grants, and diversity, equity, and inclusion (as outlined by [SB 5194](#)). The funds were also dedicated to ongoing programs, including Career Connect Washington's Career Launch growth, Guided Pathways, nursing faculty salaries, and high-demand program faculty salaries. As outlined in the report, these programs align to the WEIAOB's guiding principles. They can be sorted into the following key themes: student support, DEI advancement, and competitive compensation.

The Council of Presidents also released their [2022 WEIA report](#) and the [2022 legislative report](#). The 2022 WEIA report provided a holistic overview of WEIA investments to date, while the 2022 legislative report outlined the current operating budget for higher education investments. Specific investments included Washington College Grant and Bridge Grants, healthcare

education and support, compensation support, and cybersecurity training programs. These investments improve student outcomes and opportunities, provide support for postsecondary healthcare and cybersecurity programs, and fund salaries for faculty and staff in higher education.

The Independent Colleges of Washington (ICW) also submitted additional materials to the WEIAOB in 2022. Since ICW does not submit decision packages to OFM, ICW prepared a chart to crosswalk the priorities of ICW with the WEIAOB's principles and metrics. The chart displays the policy and funding priorities that ICW is working to support on behalf of the thousands of Washingtonians who complete degree and certificate programs at their member campuses. This includes support for high-demand fields such as computer science and nursing. A copy of this chart can be found in Appendix D.

In 2021, Career Connect Washington (CCW) provided a [progress report](#) to the legislature, which outlines key achievements and WEIA-funded activities. These activities include the expansion of Career Connected Learning programs and Career Launch enrollments. The report also provides participation data, program descriptions, and funding distribution.

Analysis of Survey Results

Staff analyzed two open-ended responses to the survey, which asked respondents: 1) what the funds paid for, and 2) the impact of WEIA funding. Through this analysis, the following key themes and commonalities were identified:

1. *Student support.* Funds went toward providing support for students, such as peer learning opportunities and mental health resources. Support services may also include education and career counseling, remediation and tutoring, emergency assistance of various types, and support for first generation and other traditionally underrepresented college students. This support improved student success and retention rates, leading to more students completing their degree. It also improved access to financial aid grants and opportunities for students.
2. *Competitive compensation and staffing.* Funds went toward providing competitive salaries and benefits for faculty and staff. This indirectly helped improve staff retention and increase enrollment capacity. Salary increases provided for faculty teaching high-demand programs were intended to maintain or increase enrollments in programs where private sector wages are much higher, such as nursing and computer science.
3. *New programs or program expansion.* Investments paid for the creation of new programs in high demand fields, as well as expanding current programs to improve enrollment capacity and course offerings.
4. *Advance DEI initiatives.* Funds paid for various DEI initiatives, including training for faculty and staff, hiring DEI consultants, offering new DEI courses, and providing support to traditionally underrepresented students.
5. *Technology.* Investments went toward expanding cybersecurity capacity, improving access to technology on campuses, and technology to support online learning. It also

allowed colleges to invest in new technology to allow faculty and staff to track student progress.

As a result of this funding, institutions identified success in the following areas:

- Increased enrollments, especially in high demand fields
- Creation of new programs and expansion of current programs
- Improved retention rates among both students and staff
- Implementation of DEI initiatives

Alignment with Guiding Principles and Metrics

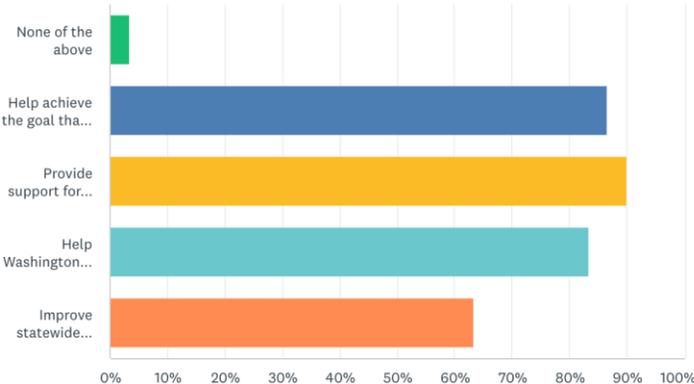
In the survey, institutions were asked to self-report the alignment of their program(s) with the WEIAOB's guiding principles and metrics. Of the ten institutions that responded to the survey, nearly all reported their program(s) as being in alignment with at least three – if not all four – of WEIAOB's guiding principles. The first three principles were the most selected among respondents: 1) Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential by age 26, 2) Provide support for equitable educational access and economic outcomes for systemically underserved students, and 3) Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce. The fourth goal – improve statewide systems and/or test innovative approaches that can be replicated across institutions – was selected by fewer respondents in comparison. These results indicate that the programs currently receiving funding from WEIA are in alignment with one or more of WEIAOB's principles.

As is shown in Figure 1, the most frequently reported principle alignment in the survey data is for “providing support for equitable educational access and economic outcomes for systemically underserved students.” All 27 currently funded programs aligned with this goal, while 26 programs aligned with “helping achieve the goal that 70% of students in each cohort of Washington high school graduates complete a secondary credential by age 26”. Twenty-five programs reported alignment with “helping Washington businesses fill the jobs of the future with qualified Washington students,” and 19 identified alignment with “improving statewide systems and/or test innovative approaches that can be replicated across institutions.”

Figure 1: Program Alignment with the WEIAOB’s Guiding Principles

Please select the WEIAOB’s goals and guiding principles this program aligns with? Please check as many boxes as are relevant.

Answered: 30 Skipped: 4



ANSWER CHOICES	RESPONSES
None of the above	3.33% 1
Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential by age 26.	86.67% 26
Provide support for equitable educational access and economic outcomes for systemically underserved students.	90.00% 27
Help Washington businesses fill the jobs of the future with qualified Washington students, including current workforce.	83.33% 25
Improve statewide systems and/or test innovative approaches that can be replicated across institutions.	63.33% 19

In terms of alignment with the performance accountability metrics, the majority of respondents indicated that their program impacted – or is expected to impact – statewide student enrollment, postsecondary completion rates, and economic outcomes.

IV. Prioritizing New Requests

Review of FY ‘23-25 Decision Packages

As previously described, the WEIAOB Report Subcommittee drafted a survey to send to current and prospective recipients of WEIAOB funds, asking them to summarize the decision packages submitted to the Governor’s Office in September 2022 for the FY 23-35 budget. They were also asked how the proposed programming mapped to: 1) the WEIAOB’s Guiding Principles, and 2) the Performance Accountability Measures the organization believed the funding would impact.

The purpose of gathering this data was to allow the WEIAOB to evaluate the requests' alignment with WEIA's intent and make recommendations to the legislature (via this report) as to what programs or types of programs to fund with WEIA monies. In September 2022, ten organizations provided information to the WEIAOB summarizing relevant requests from their FY 23-25 decision packages. Below is a summary of those requests.

Summary and Key Themes

There were 24 responses to the survey from nine of the organizations listed on pages seven and eight, with each organization providing information on between one and four priorities that had been submitted as part of their policy funding packages to the Governor's office. In addition to the survey data, the WEIAOB considered three requests from a 10th organization and used the information available in the decision package on the Governor's website. Of the 27 total requests, in 14 instances the respondent indicated that the program in consideration met all four of the WEIAOB's guiding principles.

As is shown in Figure 3, the most frequently reported alignment in the survey data was with "providing support for equitable educational access and economic outcomes for systematically underserved students" and "helping Washington businesses fill the jobs of the future with qualified Washington students." Each of these principles was tagged in 24 requests. Twenty requests reported alignment with "helping achieve the goal that 70% of students in each cohort of Washington high school graduates complete a secondary credential by age 26," and 16 with "improving statewide systems and/or test innovative approaches that can be replicated across institutions."

Figure 2: The WEIAOB's Guiding Principles

Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential by age 26.

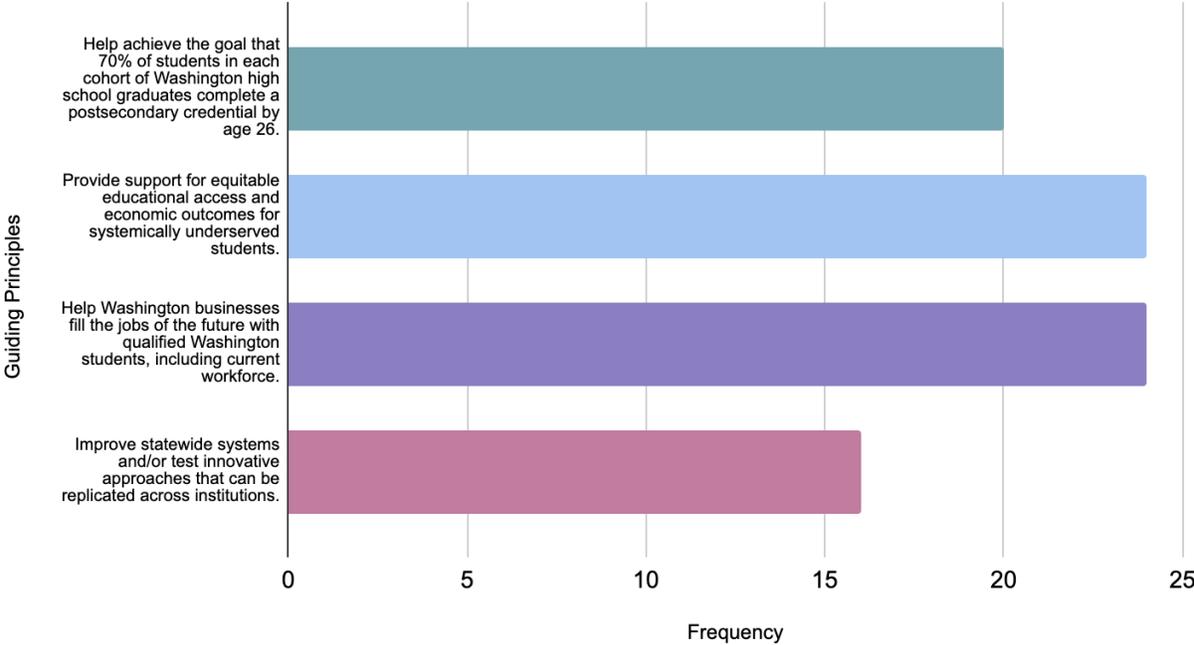
Provide support for equitable educational access and economic outcomes for systemically underserved students.

Help Washington businesses fill the jobs of the future with qualified Washington students, including current workforce.

Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

Figure 3: WEIAOB Principles and Program Alignment

WEIAOB Principles and Program Alignment

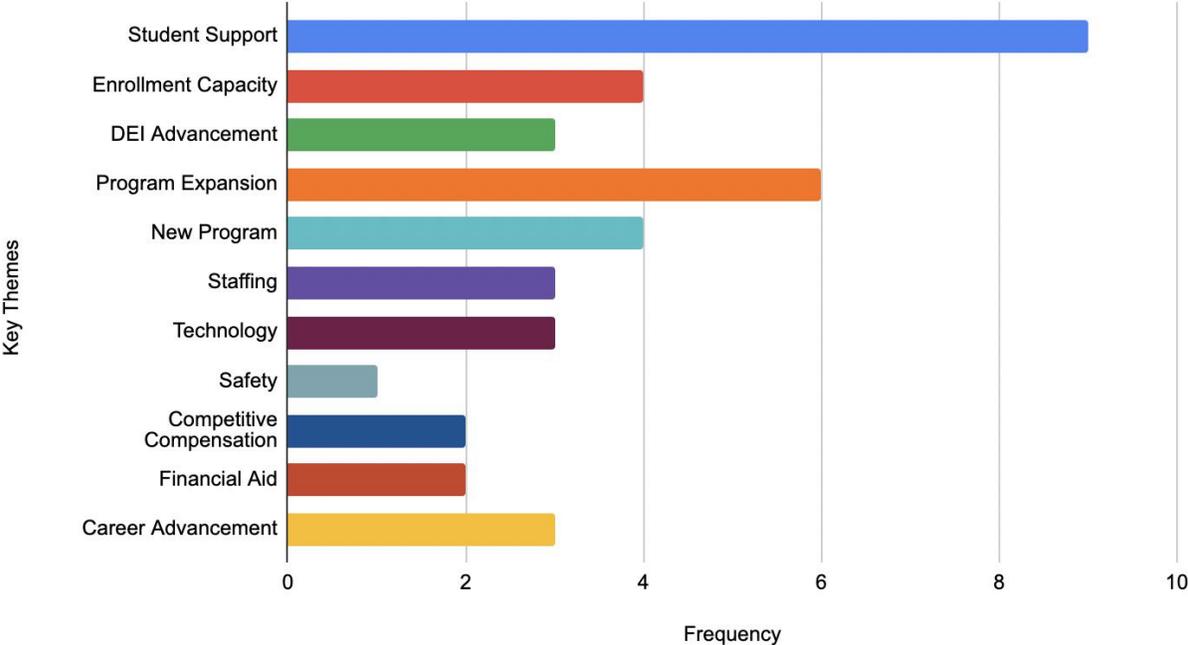


Responses were also analyzed for the kinds of activities and programming for which educational organizations were requesting additional funding. As is shown in Figure 4, key themes included Student Support, Enrollment Capacity¹, DEI Advancement, Program Expansion², New Programming, Staffing, Technology, Safety, Competitive Compensation, Financial Aid, and Career Advancement. The most common theme across funding requests was student support (9), followed by program expansion (6). Expanding enrollment capacity and adding new programs were the next two most common with four requests that mapped to each theme.

¹ The number of seats available in a program
² A program that is expanding to a new geographic location

Figure 4: Funding Requests – Key Themes

Funding Requests: Key Themes



Recommendations for New Funding and Alignment with Principles

The WEIAOB has two primary charges: to “provide guidance and recommendations to the legislature on what workforce education priorities should be funded with the workforce education investment account,” and to “ensure accountability that the workforce education investments funded with the workforce education investment account are producing the intended results and are effectively increasing student success and career readiness.” The following recommendations to the Legislature mirror this dual mandate. The first two recommendations correspond to providing recommendations on WEIA investments for the next biennium. The third recommendation, for the Legislature to increase operational support to the WEIAOB, is related to both making informed guidance and, more specifically, to providing the capacity to ensure accountability.

Fully fund policy requests that closely track to WEIA’s original intent and the Board’s principles to equitably increase the number of Washingtonians with high value credentials.

WEIA’s [legislative intent](#) is to “expand existing investments to help people earn the credentials essential to obtain family-wage jobs and fill the . . . jobs of the future.” Implicit in this intent, and echoed in the Board’s guiding principles (see Figure 2), is that these investments are rooted in creating and supporting expansion such that all Washingtonians – with an emphasis on those

who have traditionally faced barriers to pursuing postsecondary options – are afforded access to training opportunities that results in living wage jobs. The WEIAOB recommends that future program requests funded by WEIA have a clear and close alignment to the intent of equitably producing more students with credentials that fill the jobs of the future. In September, the State Forecast Council showed a \$40 million WEIA [surplus](#) in the 2023-2025 biennium (\$787 million total revenue). The growth in this fund creates an opportunity to direct more funding towards programs that will align to WEIA’s goal to produce talented graduates in high-demand fields. Specifically, the WEIAOB recommends the legislature fund programs that:

- **Increase outreach and recruitment efforts to communities with traditionally low matriculation** such that students and families are aware of the resources – financial and other – that could make postsecondary opportunities accessible and achievable.
- **Increase the availability and accessibility of student retention, success, and support services** on campuses to assist students, especially those with diverse backgrounds, to persist and succeed in their pursuit of high-value credentials. Access to these services tend to improve retention rates, leading to more students completing their degree.
- **Add capacity to current high-demand degree programs** by increasing the number of seats available for enrollment. These investments could include hiring additional faculty and staff, procuring additional training materials and equipment, and expanding the physical footprint of programs.
- **Add new programs in technical, high-demand fields and occupations**, increasing the number and kinds of programs that lead to credentials that will fill the jobs of tomorrow.

In addition to funding programs that increase capacity for credentials and student support, the WEIAOB recommends expending the full surplus on WEIA-aligned programs for the 2023-2025 biennium.

Prioritize more WEIA resources on equitable high-tech degree production.

The Washington State Legislature passed the Workforce Education Investment Act (WEIA) in 2019 to help fill the high-demand jobs of tomorrow. According to a new report from Code.org, there are 21,893 open computing jobs in Washington that pay an average salary of \$112,000 per year, but the state is annually only producing 2,462 computer science graduates to fill those jobs, and only a small percentage of those grads are students of color. As a result, local high-tech companies are obliged to import talent from out-of-state. In addition, 74% of jobs in the state that pay family supporting wages require a bachelor’s degree or the completion of an apprenticeship program; a figure that is only projected to grow.³ The legislature intended to help solve this problem in 2019 by creating the state Workforce Education Investment Account (WEIA), but more must be done to tackle this persistent workforce mismatch.

³ Washington STEM (2019). *Myths, Misinformation and Upward Movement: Why Higher Education Matter*. Washington STEM. https://washingtonstem.org/wp-content/uploads/2019/04/Myths-Misinformation-Upward-Movement_v2.pdf

The WEIAOB recommends that the legislature specifically focuses resources from the WEIA account onto high-tech degree production – inclusive of computer science and occupations in healthcare, the skilled trades, and other sectors and occupations that require technical knowledge, skills, and credentials – to align with the legislature’s original intent and help address this critical access and equity gap.

Provide greater operational support to the WEIAOB to ensure the Board can make informed recommendations and ensure accountability.

As described above, the WEIAOB is charged with both providing recommendations on WEIA investments and ensuring accountability of those investments. Since its inception in 2019, the WEIAOB has worked to understand the scope and breadth of this mandate, working to set up a meeting cadence, [an accountability framework](#), and a process for making timely recommendations to the Legislature. At this point in time, with more clarity on the kinds of support the Board needs to operate effectively and made informed decisions, the WEIAOB requests an increase in dedicated staff support to:

- **Manage and execute timely, effective, and efficient board communications and events** such that: a greater share of Board members can attend meetings regularly; Board members are prepared for those meetings having been provided comprehensive pre-meeting materials; Board members have a clear and consistent point of contact to communicate with; public meetings are easily accessible to the public with materials and key collateral available well in advance of the event; that the meeting agendas and content are successfully managed and facilitated; and that there is capacity to follow up, support, and execute on any decisions or action steps determined in Board meetings.
- **Develop, maintain, and regularly update a framework for analyzing accountability data** such that the WEIAOB is able to draw from current, targeted data to support recommendations and ensure accountability. Over the last two years, the WEIAOB has attempted to collect information on WEIAOB investments in several ways including the development of a draft dashboard and a survey to WEIA recipients. However, it is clear that to successfully execute making recommendations and ensuring accountability of WEIA’s investments, the board needs more dedicated staffing to 1) regularly retrieve key data and metrics in ways that limit the burden on organizations receiving WEIA funding and 2) analyze and present that data to the Board such that the WEIAOB is able to use it for decision-making.

The WEIAOB is deeply appreciative of the support they have received to date, but it is clear that the current staffing allotted to the WEIAOB is insufficient to provide the kind of tactical, logistical, and analytical support needed for the WEIAOB to fully accomplish its Legislative directive.

V. Closing

The WEIAOB is pleased to provide its second official annual report to the Legislature, including its first set of funding recommendations. The analysis of current investments and priorities have assisted the Board in evaluating new funding requests. The guiding principles and metrics have become a core navigational tool for the board and have aided in the creation of the provided recommendations. WEIAOB members have been able to put their principles into practice in an ongoing effort to evaluate the impact of investments and identify where more work is needed. Moving forward, WEIAOB strives to continue using these principles to ensure equitable access to higher education for Washington students.

Appendix A

How Washingtonians Pay for Public Higher Education

The State General Fund and student tuition provide the bulk of the money in Washington's operating budget for public higher education. The General Fund includes revenues from the state sales tax, business and occupation tax, property tax, and other excise taxes. Other revenue sources for higher education include grants, contracts, and dedicated local revenues. State financial aid programs are a critical component of Washington's higher education funding system because they help Washington families pay the tuition portion of funding.

Washington State's Funding Model

Washington's method for funding institutions of higher education relies on a base-plus approach.⁴ With base-plus funding, states determine higher education funding levels based on the previous level of funding (base funding), plus or minus an incremental amount. Typically, the incremental funding is determined by changes in need, the economic outlook in the state, legislative priorities, and budget requests from governing boards and institutional boards. Appropriations to both two- and four-year institutions are made through a base-plus method, however, allocations from the State Board of Community and Technical Colleges to two-year colleges are also done using an allocation model or formula method.

Governance and Funding Authority

In 2011, the Higher Education Coordinating Board was abolished and some of its duties were eliminated, absorbed within the newly formed Washington Student Achievement Council, or moved to the Washington State Board for Community and Technical Colleges (SBCTC). SBCTC coordinates and provides general oversight for Washington's 34 community and technical colleges. Then in 2019, [HB 2158](#) created the WEIAOB to evaluate the impact of allocations from the Workforce Education Investment Act (WEIA) account, Washington's first dedicated fund pool for higher education funded through an increase in the state Business and Occupation (B&O) tax service rate.⁵ Advanced computing businesses with a worldwide gross income in excess of \$25 billion are subject to an additional 1.22 percent surcharge on top of the B&O tax rate. The maximum amount of surcharge an advanced computing business is subject to

⁴ ["Higher Education Funding: Models Used in Washington and Similar States." Washington State Institute for Public Policy, March 2019](#)

⁵ From 1.5 percent to 1.75 percent for businesses earning more than \$1 million annually in the preceding calendar year. Businesses conducting service activities, but not meeting the \$1 million threshold, continue to pay B&O tax at the 1.5 percent rate.

is \$9 million per year.⁶ WEIA funding cannot supplant state General Funds, but must supplement the funding for initiatives that meet specific goals spelled out in the law.

Understanding the Roles of Stakeholders

In Washington, the State Legislature has ultimate authority to appropriate funds to higher education. The state legislature approves the higher education budget, but the governor has some veto authority. The state delegates a portion of its authority to the SBCTC and institutional governing boards. Higher education governing and coordinating agencies act as liaisons between the state government and higher education institutions. Institutional Governing Boards (may also be referred to as Board of Regents, Board of Trustees, or Board of Governors) is responsible for drafting strategic goals and developing objectives for higher education institutions. The federal government plays a limited role in budgeting and salary/benefit decisions. It plays a significant role in providing funding to higher education through student aid grants, loans, research grants, and other items.

State General Funding and Tuition

In Washington, four-year institutions are given a block of funding, based partially on the level of funding they received in the previous year. Once the budget is approved, funding is allocated directly to the institution. The Legislature sets appropriation amounts for the community and technical college system using the same approach as the four-years. The appropriation is made to SBCTC, which then allocates funding to community and technical colleges using a formula-based method, primarily based on enrollments. Approximately 10% of funding is based on priority enrollments and other performance measures.

The Legislature sets a maximum tuition increase for resident undergraduate students. The individual institutional governing boards for four-year schools and SBCTC set tuition up to this maximum level. Washington is unique in that four-year institutions are required to consult with student representatives regarding impacts of potential tuition fee changes prior to the change. Tuition and fees charged at community and technical colleges may vary slightly across institutions because individual governing boards have the discretion to set college-specific fees.

⁶ <https://app.leg.wa.gov/billsummary?BillNumber=6492&Initiative=false&Year=2019>

Appendix B

New Funding Requests and Alignment with Principles

During the 2022 October Board Meeting, members identified programs that are in high alignment with the guiding principles. The following is a list of these programs – sorted by key themes identified during the coding process – along with a brief description of what activities for which the funds will pay. Please note that many of these programs are relevant to more than one theme. Not all programs were prioritized by the WEIAOB. A complete list can be found in the table at the end of this appendix. Additionally, the requests are not ranked in order of priority; each request holds equal importance.

Enrollment Capacity and Staffing

- UW Tri-Campus High Demand Enrollments: Funding would offer additional enrollment slots and provide academic support to Washington students in information, computing, and engineering disciplines across all three of our campuses. This request includes funding for additional enrollment slots at the Paul G. Allen School of Computer Science & Engineering.
- WWU Western on the Peninsulas Expansion: Western Washington University is requesting state funding to establish a robust four-year university presence on the Kitsap and Olympic Peninsulas that will build on current strengths and community partnerships to establish innovative new degree pathways aimed at meeting regional educational and workforce needs. Over the next ten years, WWU’s goal is to increase student enrollments at WWU Peninsulas through targeted outreach programs to create permanent and sustainable pathways to postsecondary credentials for high school students and working adults, innovative partnerships with Olympic and Peninsula Colleges, and models of delivery focused on serving location bound and underserved populations.

Student Support and Safety

- UW Tri-Campus Student Support Services: This proposal includes expanding mental health services and testing, as well as providing additional disability and accessibility support, and improving the infrastructure necessary to connect these services to those needing access. Investments in this area will increase student well-being and lead to improved outcomes for students overall, including higher retention and graduation rates.
- WSAC Career and College Pathways Grant: This proposal seeks to transfer the budget appropriation of the Complete Washington program - a statewide adult higher education reengagement initiative- from the Office of the Lieutenant Governor to the Washington Student Achievement Council (WSAC). This transfer will align efforts in the Complete Washington program goals, including partnerships for academic credit for prior learning

(ACPL). It will also centralize leadership to advance adult postsecondary pathways toward Washington's postsecondary credential attainment goal.

- WWU First Year Student Retention: Western requests funding to address key areas impacting student retention and progress towards degree, particularly where retention gaps exist between demographic groups. Evidence shows that smaller course sections in key introductory courses, peer learning support, cohort models and advising and outreach significantly increase the likelihood of a student persisting and progressing towards a degree. This request seeks support for first year writing, math, STEM, and cohort programming, as well as outreach and advising support to proactively reach students earlier in their college careers. Funding is also requested to create additional tenure track faculty positions to improve student retention and success.

New Program or Program Expansion

- SBCTC Workforce Programs: Investments will support workforce programs that train college students for Washington jobs while meeting the needs of employers.
- EWU Nursing Program: The 2023-25 operating request will expand the funding for faculty and staff to serve the full cohort of 80 students. Eastern has leased space in the Spokane University District, specifically on the Health Peninsula hub for research, development, and advancement of health sciences which will further strengthen Eastern's partnerships with other health education centers in the Spokane region. Eastern's nursing program will have a special emphasis on providing care for the rural and underserved urban populations in our region. In addition, behavioral health concepts will be incorporated across the curriculum which allows students to be better prepared to work in integrated health care systems.
- WWU Expanding Environment/STEM Programs: Western Washington University is a leader in preparing Washingtonians to tackle the largest environmental and economic challenges of our state. To build on this record and meet the needs of our regional communities for highly trained specialists in sustainable development, climate solutions, and a technical workforce, we propose to expand our advanced degrees in these critical areas with targeted enrollments of 180 new graduate students. Specifically, this proposal seeks to establish new graduate programs in electrical and computer engineering, clean energy and climate solutions, urban and environmental planning, and recreation management. The proposal would also support significant expansion of Western's existing Master's in Computer Science program.
- WSU Social Work Program: This request would establish an undergraduate and graduate social work degree program at WSU TriCities using a "fourplusone" model that produces licensed social workers sooner. Graduates will emerge with the knowledge and skills necessary to work effectively within a collaborative care team, navigate the intersections between mental and physical health, and efficiently utilize data and technology to improve productivity and ensure better health outcomes.
- WSU Public Health Program: WSU is seeking to establish a new Bachelor of Science in Public Health degree, leveraging existing expertise to deliver specialties in infectious

disease on the Pullman campus and behavioral health on the Spokane and Vancouver campuses.

DEI Advancement

- ICW Washington College Grant Equity Fix: Investments would make students attending private not-for-profit institutions eligible for the highest maximum WCG award level, equal to the public research universities.

Technology

- UW Quantum Initiative: This funding will support the initiative’s scientific core, fund 7 new faculty positions, and support critical infrastructure upgrades and equipment required for state-of-the-art quantum laboratories.

While these programs were identified as high alignment, it does not dismiss other requests from consideration for WEIA funding. A full list of new funding requests can be found below.

The Board identified multiple programs that are less aligned with the guiding principles. First and foremost, the Board emphasized that competitive compensation, while important, does not directly align with the Board’s goals. These requests should, however, be dedicated to the general fund. The Board also determined that initiatives related to campus safety are less aligned with WEIA’s overall purpose of increasing access to higher education and filling high demand jobs.

Below is the full list of funding requests, pulled from decision packages and survey data.

Institution	Program Title	Description	Funding Requested FY 2024	Funding Requested FY 2025	Key Themes
Independent Colleges of Washington	Washington College Grant Equity Fix	Make students attending private not-for-profit institutions eligible for the highest maximum WCG award level, equal to the public research universities	\$4,300,000	\$4,300,000	Financial Aid, DEI advancement
The Evergreen State College	Enrollment & Student Success	Increasing recruitment and retention efforts through holistic student support.	\$723,000	\$745,000	Student support, enrollment capacity
	Corrections Education	Increasing educational opportunities for incarcerated students and Department of Corrections staff.	\$512,000	\$530,000	Program expansion
	Modernization	Updating technology systems to create a better student experience, enhance reporting capabilities, and manage data in a secure manner.	\$1,243,000	\$1,068,000	Technology

Community and Technical Colleges (SBCTC)	Competitive Compensation	The State Board requests additional funding to increase faculty and administrative staff compensation. The salary increase will help recruitment to fill vacant positions, reduce turnover and improve retention. This in turn will positively impact colleges’ staffing quality levels, student success and response to student needs. Washington’s workforce will become stronger as more students graduate with knowledge and skills learned from expert employees.	\$51,325,000	\$105,986,000	Competitive Compensation, Staffing
	DEI Initiatives	Additional investments will support further implementation of college DEI plans, close equity gaps, and improve the employment, earnings, and economic mobility of students of color.	\$12,736,000	\$12,736,000	DEI advancement
	Workforce Programs	Investments will support workforce programs that train college students for Washington jobs while meeting the needs of employers.	\$38,623,000	\$38,623,000	Program expansion, Career Advancement
	Enhance Hybrid-Flex Coursework	This request is to develop technology and learning infrastructures at colleges that are robust, safe, engaging, and fully supportive of the needs of students in online, hybrid, and hi-flex environments.	\$53,185,000	\$39,804,000	Technology
Central Washington University (CWU)	Student Success: Enhancing the Learning Commons and Reading Intervention Center	Central Washington University’s focus pre- and post-pandemic has been student success – this extends beyond current undergraduate and graduate students, to ensure that every learner finds lifelong achievement. This proposal enhances the Learning Commons at CWU and develops the Reading Intervention Center.	\$1,032,000	\$987,000	Student support
	Increase Bilingual/High Need Teachers	CWU is proposing three strategies to increase the output of diverse, certified teachers in high need areas. The first strategy is to expand dual language education and grow-your-own programs at locations of high diversity and STEM pathways. The second strategy is to launch grow-your-own residency programs in high need areas of Elementary, Bilingual,	\$1,193,000	\$1,187,000	DEI advancement, program expansion, new program

		Special Education, and English Language Learners. The third strategy is to strategically disperse student teachers to high need and poverty impacted schools.			
	FAFSA Completion/Financial Literacy	CWU proposes to address financial literacy and low FAFSA/WASFA completions in three strategies. The first strategy will address low FAFSA/WASFA completions by Washingtonians. The second strategy addresses the financial literacy and well-being of students at CWU. An accompanying objective is to provide students with knowledge of finance with service opportunities. To meet this objective, CWU proposes to launch a peer-to-peer personal financial coaching and education service. The third strategy is to rapidly proliferate CWU’s Personal Finance course via College in the High School.	\$1,032,000	\$1,143,000	Student support, new program
Eastern Washington University (EWU)	Nursing Program	The 2023-25 operating request will expand the funding for faculty and staff to serve the full cohort of 80 students. Eastern has leased space in the Spokane University District, specifically on the Health Peninsula hub for research, development, and advancement of health sciences which will further strengthen Eastern’s partnerships with other health education centers in the Spokane region. Eastern’s nursing program will have a special emphasis on providing care for the rural and underserved urban populations in our region. In addition, behavioral health concepts will be incorporated across the curriculum which allows students to be better prepared to work in integrated health care systems.	\$2,299,000	\$2,299,000	Staffing

<p>Western Washington University (WWU)</p>	<p>Western on the Peninsulas Expansion</p>	<p>Western Washington University is requesting state funding to establish a robust four-year university presence on the Kitsap and Olympic Peninsulas that will build on current strengths and community partnerships to establish innovative new degree pathways aimed at meeting regional educational and workforce needs. Over the next ten years, WWU’s goal is to increase student enrollments at WWU Peninsulas through targeted outreach programs to create permanent and sustainable pathways to postsecondary credentials for high school students and working adults, innovative partnerships with Olympic and Peninsula Colleges, and models of delivery focused on serving location bound and underserved populations.</p>	<p>\$3,113,000</p>	<p>\$4,923,000</p>	<p>Enrollment capacity</p>
	<p>Expanding Environment/S TEM Programs</p>	<p>Western Washington University is a leader in preparing Washingtonians to tackle the largest environmental and economic challenges of our state. To build on this record and meet the needs of our regional communities for highly trained specialists in sustainable development, climate solutions, and a technical workforce, we propose to expand our advanced degrees in these critical areas with targeted enrollments of 180 new graduate students. Specifically, this proposal seeks to establish new graduate programs in electrical and computer engineering, clean energy and climate solutions, urban and environmental planning, and recreation management. The proposal would also support significant expansion of Western’s existing Master’s in Computer Science program.</p>	<p>\$2,212,000</p>	<p>\$7,281,000</p>	<p>Program expansion</p>

	<p>First Year Student Retention</p>	<p>Western requests funding to address key areas impacting student retention and progress towards degree, particularly where retention gaps exist between demographic groups. Evidence shows that smaller course sections in key introductory courses, peer learning support, cohort models and advising and outreach significantly increase the likelihood of a student persisting and progressing towards a degree. This request seeks support for first year writing, math, STEM, and cohort programming, as well as outreach and advising support to proactively reach students earlier in their college careers. Funding is also requested to create additional tenure track faculty positions to improve student retention and success.</p>	<p>\$4,018,000</p>	<p>\$5,008,000</p>	<p>Student support</p>
	<p>Community Safety and Resilience</p>	<p>Western’s values include providing an equitable and inclusive campus, in which all members of the community including students, faculty, staff, and visitors are safe and secure during both emergency events as well as throughout daily life on Western’s campus. To support continued enhancement of Western’s infrastructure supporting campus safety and wellbeing as well as community resilience, this proposal requests funding to support investments in video security, public safety records management, emergency preparedness and management, community economic recovery, and Mental Health First Aid training for faculty.</p>	<p>\$512,000</p>	<p>\$806,000</p>	<p>Safety</p>

<p>Washington State University (WSU)</p>	<p>Social Work Program</p>	<p>This request would establish an undergraduate and graduate social work degree program at WSU TriCities using a fourplusone model that produces licensed social workers sooner. Graduates will emerge with the knowledge and skills necessary to work effectively within a collaborative care team, navigate the intersections between mental and physical health, and efficiently utilize data and technology to improve productivity and ensure better health outcomes.</p>	<p>\$589,000</p>	<p>\$1,007,000</p>	<p>New program</p>
	<p>Public Health Program</p>	<p>WSU is seeking to establish a new Bachelor of Science in Public Health degree, leveraging existing expertise to deliver specialties in infectious disease on the Pullman campus and behavioral health on the Spokane and Vancouver campuses.</p>	<p>\$786,000</p>	<p>\$1,735,000</p>	<p>New program</p>
	<p>Nursing Reaccreditation</p>	<p>WSU is requesting funds to bring wages for nursing faculty and staff to the 50th percentile among nurses with similar credentials and among faculty and staff at peer institutions. The College of Nursing is about to go through a reaccreditation process that will assess its suitability for delivering nursing education. Low salaries have been noted in the previous two accreditation cycles. a loss of accreditation, could place new limits on enrollment and reduce the number of graduates to sit for licensure exams. WSU currently produces about 260 registered nurses per year and 350 total nursing degrees at sites in Spokane, the Tri-Cities, Yakima, and Vancouver. The proposed enhancements embodied in this request would greatly aid WSU’s efforts to gain reaccreditation for a large and geographically-distributed nursing program.</p>	<p>\$2,193,000</p>	<p>\$2,193,000</p>	<p>Competitive Compensation</p>

University of Washington (UW)	Tri-Campus High Demand Enrollments	Funding would offer additional enrollment slots and provide academic support to Washington students in information, computing, and engineering disciplines across all three of our campuses. This request includes funding for additional enrollment slots at the Paul G. Allen School of Computer Science & Engineering.	\$5,216,000	\$9,112,000	Enrollment capacity, student support
	Tri-Campus Student Support Services	This proposal includes expanding mental health services and testing, as well as providing additional disability and accessibility support, and improving the infrastructure necessary to connect these services to those needing access. Investments in this area will increase student well-being and lead to improved outcomes for students overall, including higher retention and graduation rates.	\$2,048,968	\$1,948,968	Student support
	The University of Washington Quantum Initiative (UWQI)	This funding will support the Initiative’s scientific core, fund 7 new faculty positions, and support critical infrastructure upgrades and equipment required for state-of-the-art quantum laboratories.	\$3,000,000	\$3,000,000	Technology, program expansion, staffing
	University of Washington School of Dentistry Regional Initiatives in Dental Education (RIDE) Expansion	The Regional Initiatives in Dental Education (RIDE) program of the University of Washington School of Dentistry (UWSOD) trains dentists to meet the needs of rural and underserved populations in the state and region. This proposal requests a total of \$4.7 million in additional ongoing state support (GF-S or WEIA) to expand the capacity and footprint of the highly effective RIDE program on the Spokane EWU Riverpoint campus, as a joint request with Eastern Washington University Spokane (EWU). The RIDE program will be enhanced through a two-pronged approach: By increasing the number of dental students trained per year from 8 to 16, helping to meet demand. Doubling the amount of time dental students spend in Spokane by	\$1,991,128	\$2,335,138	Program expansion, Enrollment capacity

		adding a second year of dental curriculum to the educational program at EWU Spokane.			
Washington State Employment Security Department - CCW	Career Connect Washington: Futures Plan	Career Connect Washington (CCW) is finalizing a Futures Plan which is currently under review by the Governor’s Office. Key elements include establishing: 1) a lead state agency for CCW implementation partnered with outside industry leadership; and 2) a permanent and sustainable funding structure for CCW strategy implementation and operations. The intent is to enable long-term sustainability, industry leadership and engagement, and effective coordination across all state agency partners pursuant to the objectives of WEIA and CCW.			Student Support, Career Advancement
Washington Student Achievement Council (WSAC)	Complete Washington	This proposal seeks to transfer the budget appropriation of the Complete Washington program - a statewide adult higher education reengagement initiative- from the Office of the Lieutenant Governor to the Washington Student Achievement Council (WSAC). This transfer will align efforts in the Complete Washington program goals, including partnerships for academic credit for prior learning (ACPL). It will also centralize leadership to advance adult postsecondary pathways toward Washington's postsecondary credential attainment goal.	\$179,000	\$179,000	Student Support, Career Advancement

	Career and College Pathways Grant	<p>The Career & College Pathways Innovations Challenge fund, established in 2022, awards competitive grants to community based partnerships to increase college and career training enrollment rates, increase completion rates, and close opportunity gaps. This request responds to existing demand; it will ensure the grant program has continued and adequate investment to increase direct postsecondary enrollment and ultimately meet Washington’s goal of 70 percent postsecondary attainment.</p>	\$8,500,000	\$8,500,000	Financial aid
	Postsecondary Telehealth	<p>WSAC proposes increasing postsecondary access to mental and behavioral healthcare in a two year Postsecondary Telehealth Partnership with at least sixteen postsecondary institutions to have student focused telehealth services. In addition to increasing student mental and behavioral healthcare access, the partnership will provide state level cost savings through a multiple institution contract with the telehealth provider. The proposal includes rigorous evaluation of health and educational outcomes for students as well as a cost analysis through an externally contracted evaluator. This proposed partnership will allow Washington to both expand essential care and rigorously test the efficacy and impact of statelevel telehealth contracting as an approach to filling the gaps in the urgent need for students’ mental and behavioral healthcare access.</p>	\$3,489,000	\$3,489,000	Student support

Appendix C

Current Investments

Below is the full list of currently funded programs, as provided by survey respondents.

Institution	Program Title	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023 (Projected)
The Evergreen State College	Psychology Enrollments	\$0	\$335,000	\$335,000	\$335,000	\$335,000
	First Year Experience & Pre-College Immersion Programs	\$0	\$280,000	\$300,000	\$300,000	\$300,000
Community and Technical Colleges (SBCTC)	High Demand Program Enrollments	\$0	\$0	\$0	\$1,000,000	\$1,000,000
	Student Emergency Assistance Grant Program	\$0	\$0	\$0	\$4,000,000	\$4,000,000
	Diversity, Equity and Inclusion (SB 5194)	\$0	\$0	\$0	\$7,349,000	\$8,499,000
	Career Launch Programs	\$0	\$770,000	\$1,724,000	\$3,000,000	\$3,000,000
	Guided Pathways	\$0	\$2,000,000	\$29,000,000	\$35,400,000	\$40,400,000
	Nursing faculty salaries	\$0	\$20,000,000	\$20,000,000	\$20,400,000	\$20,400,000
	High Demand program faculty salaries	\$0	\$0	\$20,000,000	\$20,000,000	\$20,000,000
Central Washington University (CWU)	Teacher certification and developing alternative pathways	\$0	\$525,000	\$525,000	\$525,000	\$525,000
	Mental health counseling services	\$0	\$368,000	\$368,000	\$368,000	\$368,000
	Wildcat Academic Mentoring Program using peer-to-peer mentoring	\$0	\$0	\$0	\$0	\$293,000
	Jump Start Pre-orientation program for new students	\$0	\$0	\$0	\$0	\$143,000

	Expanding cybersecurity capacity in Computer Science	\$0	\$0	\$0	\$0	\$613,000
Eastern Washington University (EWU)	Compensation and Central Services	\$0	\$677,000	\$1,137,000	\$1,137,000	\$1,137,000
	Center for Excellence	\$0	\$0	\$0	\$150,000	\$150,000
	Computer Engineering Degree Program	\$0	\$1,318,000	\$1,318,000	\$1,318,000	\$1,318,000
Western Washington University (WWU)	STEM Enrollments	\$1,713,000	\$0	\$1,713,000	\$1,713,000	\$1,713,000
	Ethnic Studies Program	\$0	\$0	\$0	\$209,479	\$500,000
	Cyber Range	\$0	\$0	\$0	\$0	\$769,000
	Student Success	\$0	\$0	\$0	\$0	\$1,260,000
Washington State University (WSU)	Medical School Completion and Expansion Funding		\$4,800,000	\$9,600,000	\$10,800,000	\$12,000,000
	Cybersecurity Operations Program					\$2,056,000
University of Washington (UW)	Additional STEM Enrollments	\$0	\$2,327,000	\$6,980,000	\$6,980,000	\$6,980,000
Washington State Employment Security Department - Career Connect Washington (CCW)	Career Connected Learning Grant Program	\$0	\$2,450,000	\$2,950,000	\$5,630,000	\$5,630,000
Washington Student Achievement Council	Washington College Grant	\$0	\$39,735,000	\$114,201,000	\$108,065,000	\$140,931,000
	Future Teachers Conditional Scholarship	\$0	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000

Appendix D

Crosswalking Independent Colleges of Washington Priorities with WEIA Principles and Metrics

Independent Colleges of Washington Policy and Budget Priorities, SFY 2023-25	WEIAOB Guiding Principles			WEIAOB Performance Metrics						
	Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential by age 26.	Provide support for equitable educational access and economic outcomes for systemically underserved students.	Help Washington businesses fill the jobs of the future with qualified Washington students, including current workforce.	Statewide Student Enrollment	FASAWASFA Completion in Grade 12	WA College Grant Eligible Student Enrollment	Postsecondary Completion Rate	High School to Postsecondary Retention Rate	Time to Degree	Economic Outcomes
Fully fund Washington College Grant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Update the maximum Washington Grant Award to account for the Tuition Growth Factor (TGF) as permitted in statute for students attending independent (private, not-for-profit) colleges and universities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Make it possible for students attending independent (private, not-for-profit) colleges and universities to receive the maximum level of the Washington College Grant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Restore State Work Study (SWS) program eligibility to students from other states and graduate students to introduce talent to Washington companies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Enhance overall funding levels for State Work Study (SWS) funds so more Washington employers can participate and attract new employees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Implement targeted programs of support to meet critical enrollment needs in high-demand fields, including introducing capitation aid in programs such as nursing, computer science, engineering, and education as cost-effective means of growing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Provide supplemental state financial aid support to students completing high-demand fields such as nursing, computer science, engineering, and education at independent (private, not-for-profit) colleges and universities as cost-effective means of leveraging capacity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Retain capacity in nursing programs amid shortage of clinical placement sites by recognizing high-quality simulation as a robust teaching approach where 1 hour of simulation is viewed as equivalent to two hours of clinical placement		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Support telehealth mental and behavioral health care access for students, including those at independent (private, not-for-profit) colleges and universities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Expand dual credit options to support college-going in Washington, eliminating limits on not-for-profit universities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							